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IMPACT ASSESSMENT OF SPECIALLY DESIGNED TRAINING TECHNIQUES ON THE CURRENT AND POTENTIAL EMPLOYEES OF AN ORGANIZATION (A STUDY OF DELHI NCR REGION)

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**Impact Assessment of Specially Designed Training Techniques on the
Current and Potential Employees of an Organization
(A Study of Delhi NCR Region)**

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Message from the Desk of Editor

It gives me great opportunity to present the forth volume of IJIP, the measure of progress. The concept of a Journal of Indian Psychology has been developing for over few years and finally another issue has come to fruition. From this edition we have ISSN for online 2348-5396 and print 2349-3429, ZDB-No.: 2775190-9, IDN: 1052425984, CODEN: IJIPD3, OCLC: 882110133, WorldCat Accession: (DE-600) ZDB2775190-9, ResearchID: P-8455-2015 in our publication. RedShine Publication, Inc is grateful to the contributors for making this Journal a reality.

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The Journal would publish peer-reviewed original research papers, case reports, systematic reviews and meta-analysis. Editorial, Guest Editorial, Viewpoint and letter to the editor are solicited by the editorial board. Large numbers of research papers were received from all over the globe for publication and we thank each one of the authors personally for soliciting the journal. We also extend our heartfelt thanks to the reviewers and members of the editorial board who so carefully perused the papers and carried out justified evaluation. Based on their evaluation, we could accept some research papers for this issue across the disciplines. We are certain that these papers will provide qualitative information and thoughtful ideas to our accomplished readers. We thank all the readers profusely who conveyed their appreciation on the quality and content of the journal and expressed their best wishes for future issues. We convey our deep gratitude to the Editorial Board, Advisory Board and all office bearers who have made possible the publication of this journal in the planned time frame.

We humbly invite all the authors and their professional colleagues to submit their research papers for consideration for publication in our upcoming issues as per the “Scope and Guidelines to Authors” given at the website. Any comments and observations for the improvement of the journal are most welcome.

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ABSTRACT

Training and development refer to programs designed to help new employees adjust to the workplace successfully. In addition, they include the formal ongoing efforts of corporations and other organizations to improve the performance and self-fulfillment of their employees through a variety of methods and programs. In the modern workplace, these efforts have taken on a broad range of applications, from training in highly specific job skills to long-term professional development, and are applicable to all sorts of employees ranging from line workers to the chief executive officer. Training and development have emerged as formal corporate functions, integral elements of corporate strategy, and are recognized as professions with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations.

For the most part, training and development are used together to bring about the overall acclimation, improvement, and education of an organization's employees. While closely related, there are important differences between the terms and the scope of each. In general, training programs have very specific and quantifiable goals, such as operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. On the other hand, developmental programs concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. In short, training programs are typically tied to a particular subject matter and are applicable to that subject only, while developmental programs center on cultivating and enriching broader skills useful in numerous contexts.

The study includes evaluation of effectiveness of training programs on employees' productivity and capacity building. It also covers the training facilities provided by the organization and the quality service included in the training. The study is confined to corporate sector employees of the Delhi NCR region. There is a great scope to extend the study to whole corporate field for better inferences and this study can be used as a secondary source for the studies. It can be used as a base study for further research on growth, expansion and modernization.

Keywords: *Training, NLP, DC Psychology, Mind-Mapping, Training Techniques.*

INTRODUCTION

Training and career development are very vital in any company or organization that aims at progressing. Training simply refers to the process of acquiring the essential skills required for a certain job. It targets specific goals, for instance understanding a process and operating a certain machine or system. Career development, on the other side, puts emphasis on broader skills, which are applicable in a wide range of situations. This includes decision making, thinking creatively and managing people. In today's competitive world where the word "efficient" has been replaced to the word "effective", where more and more productivity is expected from the employees every single day, where the toughest competition for the employees is to compete with themselves in order to learn new skills and improve their performance to match the expectations from them, the only best way is to learn new skills and work on a long term training and development plan. Training is essential to the achievements of a business. Perhaps its most positive benefit is better employees. A company develops the potential of an employee, and part of the way a company encourages improvement is through training. Often, good training is just as important as a good benefits package for an employee.

HISTORY OF TRAINING PROGRAM

The apprenticeship system emerged in ancient cultures to provide a structured approach to the training of unskilled workers by master craftsmen. This system was marked by three distinct stages; the unskilled novice, the journeyman or yeoman, and finally, the master of craftsman. With the onset of the Industrial Age, the training of the unskilled underwent a dramatic transformation in which vocational education and training emerged to replace the traditional apprentice system. The division of labour in an industrial factory resulted in specific job tasks that required equally specific training in a much shorter time span. the first Recognizable modern training methods began to develop during the 19th and early 20th centuries gaming simulations became an important tool in the Prussian military during the early 1800s and psychodrama and role playing were developed by DR. J.L. Moreno of Vienna, Austria, in 1910.

The enormous production needs of the World War I and II created a heavy influx of new workers with little or no industrial education or skills to the workplace, thereby necessitating massive training efforts that were at once fast and effective.

Heavy demands were placed on foremen and supervisors, and training within industry (TWI) service was formed to trained supervisors as instructors. Job instruction training (JIT) was employed to train defense _ plant supervisors in instructing new employees in necessary job skills as quickly as possible. Other programs included job relations training (JRT), job methods training (JMT), and job safety training (JST). During this time, the American Society for Training and Development (ASTD) was formed.

By the end of World War II, Training programs that originally were developing in response to

national crises had become established corporate activities with long – long term strategies working toward improving employee performance. The government programs to train young men for industrial jobs, such as Job Development Program and the Job Corps, were initiated to improve the conditions of the economically disadvantaged. New methods included training laboratories, sensitivity training program instruction, performance appraisal and evaluation, needs assessments, management training, and organizational development.

By the 1970s, the ASTD produced the Professional Development Manual for Trainers. With the rise of organizational development, the focus of training shifted away from the individual and towards the organization as a whole. Technological advances in training programs included the use of videotapes, satellites, and computers.

Furthermore, computers became an integral part of business and industry during 1980s and 1990s, making knowledge of computer use essential for many workers. As the consequence, companies launched computer training and development programs to ensure that, their employees possessed the needed computer skills.

DESIGNING TRAINING PROGRAMS

The design of training programs covers the planning and creation of training and development programs.

Table 1.1: A Typical instructional Systems Design Model

| STEP | DESCRIPTION |
|-----------------------|---|
| Needs analysis | Measuring the disparity between current and desired skill levels |
| Task Assessment | Collection of data on job tasks and the subsequent identification of learning requirements and possible difficulties. |
| Stating objectives | Creation of concise statement of objectives and purpose as benchmark. |
| Assessment/testing | Development of testing materials designed to measure the performance of the objectives. |
| Development materials | Selection of effective instructional strategies followed by the development of materials based on the chosen strategies. |
| Pilot Programs | Piloting the program to gauge the effectiveness of the materials as well as identify potential weaknesses through subsequent evaluation |
| Evaluation | Evaluation of the efficacy of the methods and materials. |

EVALUATION OF TRAINING PROGRAMS

Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desired results for it.

In order to evaluate training programs, companies must collect the relevant data. The data should include easily measurable and quantifiable information such as costs, output, quality, and time, according to Jack J. Phillips in Recruiting, Training and Retraining New Employees.

1. Costs: budget changes, unit costs, project cost variations, and sales expenses.
2. Output: Units produced, units assembled, productivity per hour, and applications reviewed.
3. Quality: Error rates, waste, defective products, customer complaints and shortages.
4. Time: On-time shipments, production or processing time, overtime, training time, efficiency, and meeting deadlines.

INPUTS IN TRAINING AND DEVELOPMENT

Any training and development program must contain inputs, which enable the participants to gain skills, learning theoretical concepts and help acquire vision to look into the distant future. The inputs of training and development are as follows:

1. **Skills**
2. **Education**
3. **Development**
4. **Ethics**
5. **Attitudinal changes**
6. **Decision making and problem solving skills**

IMPORTANCE OF TRAINING AND DEVELOPMENT FOR THE ORGANISATION

There are many benefits of Training and Development to the organisation as well as employee. It is categorized as under

- 1) Benefits for the organisation
- 2) Benefits for the individual
- 3) Benefits for personnel and human relation, intra group and internal group relation and policy implementation.

Benefits for the organisation

- a. Improves communication between group and individuals.
- b. Aid in orientation of new employee and those taking new job through transfer or promotion
- c. Provides information on equal opportunities and affirmative action.
- d. Provides information on other governmental laws and administration policies.
- e. Improve interpersonal skills.
- f. Makes organizational policies, rules and regulations viable.
- g. Builds cohesiveness in group.
- h. Provides a good climate for learning, growth and co-ordination.
- i. Makes the organisation a better place to work and live.

Benefits for the individual

- a. Helps and individual in making better decision and effective problem solving.
- b. Through training and development, motivational variables of recognition achievement, growth, responsibility and advancement are internalized and operationalised.
- c. Aid in encouraging and achieving self-development and self confidence.
- d. Helps a person to handle stress, tension, frustration and conflict.
- e. Provides information for improving leadership, knowledge, communication skills and attitudes.
- f. Increase job satisfaction and recognition.
- g. Moves a person towards personal goals while improving interactive skills.
- h. Satisfies personal needs f a trainee.
- i. Provides the trainee an avenue for growth in his or her future.
- j. Develops a sense of learning.
- k. Helps to eliminate fear in attempting new task.
- l. Helps a person improve his listening skill, speaking skills also with his writing skills.

Benefits for personal and human relation, intra group and internal group Relation and policy implementation

- a. Improves communication between group and individuals.
- b. Aid in orientation of new employee and those taking new job through transfer or promotion.
- c. Provides information on equal opportunities and affirmative action.
- d. Provides information on other government laws and administration policies.
- e. Improve interpersonal skills.
- f. Makes organizational policies, rules and regulations viable.
- g. Builds cohesiveness in group
- h. Provides a good climate for learning, growth and co-ordination.
- i. Makes the organisation a better place to work and live.

METHODS OF TRAINING

A multitude of techniques are used to train the employees. Training techniques represent the medium of imparting skills and knowledge to employees. Training techniques are means employed in the training methods. They are basically of two types.

1) Lectures

It is the verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess knowledge about the subject. A virtue in this method is that, it can be used for large groups and hence, the cost of training per employee is very low. However, this method violates the principle of learning by practice. Also, this type of communication is a one-way communication and there is no feedback from the audience, because in case of very large groups

it is difficult to have interactive sessions. Long lectures can also cause Boredom.

2) Audio Visuals

This is an extension of the lecture method. This method includes slides, OHPs, video tapes and films. They can be used to provide a range of realistic examples of job conditions and situations in the condensed period of time. It also improves the quality of presentation to a great extent.

3) On-the-Job Training

It is used primarily to teach workers on how to do their present jobs. Majority of the industrial training is on the job training. It is conducted at the work site and in the context of the job. Often, it is informal, as when experienced worker shows a trainee how to perform tasks. In this method, the focus of trainer's focus is on making a good product and not on good training technique. It has several steps; the trainee first receives an overview of the job, its purpose and the desired outcomes. The trainer then demonstrates how the job is to be performed and to give trainee a model to copy. And since a model is given to the trainee, the transferability to the job is very high. Then the employee is allowed to mimic the trainer's example. The trainee repeats these jobs until the job is mastered.

4) Program Instruction (PI)

In this method, training is offered without the intervention of the trainer. Information is provided to the employee in blocks, in form of books or through teaching machine. After going through each block of material, the trainee goes through test/answers a question. Feedback in the form of correct answers is provided after each response. Thus PI involves:

- Presenting questions, facts and problems to the learner. Allowing the person to respond
- Providing feedback on the accuracy of the answers
- If the answers are correct, he proceeds to the next block or else; repeats the same.

However, it is an impersonal method and the scope of learning is less as compared to other methods of training. Also the cost of preparing books, manuals and machinery is very high.

5) Computer Assisted Instruction (CAI)

This is an extension of the PI method. In this method, the learner's response determines the frequency and difficulty level of the next frame. This is possible due to the speed, memory and the data manipulation capabilities of the computer.

6) Simulation

It is any equipment or technique that duplicates as nearly as the actual conditions encountered at the job. It is an attempt to create a realistic for decision-making. This method is most widely used in Aeronautical Industry.

7) Vestibule Training

This method utilizes equipment, which closely resembles the actual ones used in the job. It is performed in a special area set aside for the purpose and not at the workplace. The emphasis is placed on learning skills than on production. It is however, difficult to duplicate pressures and realities of actual situations. Even though the kind of tension or pressure may be the same, the employee knows it is just a technique and not the real situation. Also, the employees behave differently in real situations than in simulations. Also additional investment is required for the equipment.

8) Case study

It is a written description of an actual situation in the business, which provides the reader to think and make decisions/suggestions. The trainees read the case, analyze it and develop alternative solutions, select the best one and implement it. It is an ideal method to promote decision making skills. They also provide transference to an extent. They allow participation through discussion. This is the most effective method of developing problem solving skills. The method/approach to analysis may not be given importance. Many a times only the result at the end of the case may be considered and not the line of thinking to approach it. This is a major disadvantage, since case studies must primarily be used to influence or mend the attitude or thinking of an individual.

9) Role playing and Behavior Modeling

This method mainly focuses on emotional (human relation) issues than other ones. The essences are on creating a real life situation and have trainees assumed parts of specific personalities (mostly interchanged roles of boss and subordinate to create empathy for one another). The consequence is better understanding of issues from the other's point of view.

10) Sensitivity Training

It uses small number of trainees usually less than 12 in a group. They meet with a passive trainer and get an insight into their own behavior and that of others. These meetings have no agenda and take place away from the workplace. The discussions focus on why participants behave the way they do and how others perceive them. The objective is to provide the participants with increased awareness of their own behavior, the perception of others about them and increased understanding of group process. Examples: Laboratory training, encounter groups. Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviors for future job responsibilities. A trained professional serves as a facilitator. However, once the training is over, employees get back to being the way they are.

11) Apprenticeships and Coaching

It is involved learning from more experienced employees. This method may be supplemented with other off-the-job methods for effectiveness. It is applied in cases of most craft workers, carpenters, plumbers and mechanics. This approach uses high levels of participation and

facilitates transferability. Coaching is similar to apprenticeships. But, it is always handled by a supervisor and not by the HR department. The person being trained is called understudy. It is very similar to on the job training method. But in that case, more stress is laid on productivity, whereas here, the focus is on learning. In this method, skilled workforce is maintained – since the participation, feedback and job transference is very high. Immediate returns can be expected from training – almost as soon as the training is over the desired outcomes can be seen in the trainee.

NEURO-LINGUISTIC PROGRAMMING (NLP)

Neuro-linguistic programming (NLP) is the art and science of personal excellence. Art because everyone brings their unique personality and style to what they do, and this can never be captured in words or techniques. Science because there is a method and process for discovering the patterns used by outstanding individuals in any field to achieve outstanding results. Neuro-linguistic programming (NLP) is one of many self-help programs that emerged in the 1970s and '80s but whose popularity has waned somewhat in recent years. NLP might be seen as a competitor with Landmark Forum, Tony Robbins, and legions of other enterprises promising to teach the masses the key to success, power, health, and happiness.

The founders of NLP, Richard Bandler and John Grinder, might disagree about who is the master authority on the psychology of self-help and success. NLP seems to have something for everybody, the sick and the healthy, individual or corporation. In addition to being an agent for change for healthy individuals, NLP is also used for individual psychotherapy for problems as diverse as phobias and schizophrenia.

Applications and Techniques of NLP

- Visual Squash
- Visualize the negative pattern
- Visualize the replacement pattern
- Chain the two states
- Decondition
- Recondition
- Collapsing Anchors
- Change Personal History
- Belief Change
- V/K Dissociation
- Calibration

DIRECTIVE COMMUNICATION METHODOLOGY

Directive Communication is training and organizational psychology developed by Arthur F. Carmazzi that affects how people act and react in groups and teams. It is a foundational science

for influencing team dynamics to cultivate high performance cooperative work cultures leadership across any discipline within an organization. The Directive Communication methodology incorporates the latest breakthroughs in persuasive and genetic psychology, and applies them in corporate culture enhancement and in high yield training development. As individuals affect and are affected by each other in specific work environments, Directive Communication sets the emotional and decision making base for optimizing the way people interact with each other. It enables individuals the ability to specifically and positively direct enthusiasm and action for themselves and team members. It exposes individuals to the mental, emotional, and physical triggers that will lead to improvement in their quality of life in and out of work.

Organizational culture is influenced by leadership in relation to the reactions of those that are affected by that leadership. Directive Communication embodies the essence of minimizing "reaction" within organization and cultivating intelligent "action". It is the pill that allows people to see how their world is programmed and how to influence that world for the better. Directive Communication provides the tools and the awareness for teams and leaders to create chain reaction transformation and nurture a more enriching and effective work environment. It provides the platform to effectively interact with multiple hierarchies of peers, subordinates, and management within the organization, and, stakeholders at various levels. Directive Communication practitioners are armed with the ability to transform their environments. Whether it is to cultivate a highly motivated and supportive sales force, a super creative R&D team, or highly efficient finance department, Directive Communication practitioners have the tools to create positive change.

In training, proprietary Directive Communication training tools facilitate the process of transferring knowledge at a super-conscious level that instills a greater ability for effective implementation. It simultaneously incorporates the methodology with the curriculum (whatever it may be) to enhance the effectiveness of the application. Training Programs taught with Directive Communication Psychology cultivate cohesiveness across departments and break the barriers that limit productivity and potential profitability.

In training, proprietary Directive Communication training tools and games facilitate the process of transferring knowledge at a super-conscious level that instills a greater personal awareness for effective implementation. Directive Communication changes the way people look at their environment and how they affect it. It simultaneously incorporates the methodology with whatever curriculum may be (customer service, leadership, project management, sales, etc.) to engage participants into a series of actions to influence their environment and cultivate a setting that promotes effectiveness of the application.

Directive Communication practitioners apply their skills to a variety of Training or Consulting focuses, Training and consulting Programs using Directive Communication methodology will always cultivate Cohesiveness and Leadership across teams, departments and work forces, and break the barriers that limit cooperation and productivity in any people related discipline.

MIND MAPPING

Mind mapping was developed as an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, fact and figures. Mind mapping can then be used to work out the relationship between those points and ideas. When you set down your ideas visually in this way, you can make connections and develop greater understanding of information. It is a good way to begin planning for an assignment, essay, research topic or oral presentation. Drawing a mind map involves gathering in all your ideas about a particular concept and organizing them into a pattern that shows the relationships between the ideas. You can order the information into important points and less important points. You can compare and contrast different points, and show problems with their solutions and causes with their effects. Mind maps let you see the big picture of a topic as well as the details that make up the picture.

REVIEW OF LITERATURE

Wu et al (2013) conducted study on a mind tool-based collaborative learning approach to enhancing students' innovative performance in management courses. The experimental results show that the proposed approach significantly enhanced the students' innovative performance in a project-based learning task. The two experimental groups are significantly superior to those of the control group, implying that the mind mapping mechanism embedded in the learning activity was definitely beneficial to the experimental group students. Also the mind mapping tool allowed the students to experience. The experimental results show that the proposed approach significantly enhanced the students' innovative performance in a project-based learning task. The two experimental groups are significantly superior to those of the control group, implying that the mind mapping mechanism embedded in the learning activity was definitely beneficial to the experimental group students. Also the mind mapping tool allowed the students to experience.

Brett et al (2012) conducted study on the Effects of Mind Mapping Activities on Students' Motivation. Research found that although the three activities had similar effects on students' motivation-related beliefs, some differences were documented in their preferences of mind mapping activities. Instructional implications are provided.

Indumati, Bharambe. (2012) conducted study on effectiveness of mind mapping in educational psychology. For the study, 40 M. Ed. Student-teachers were selected. 'Pre-test Post-test Single Group Design' was used. The unit 'Growth and Development' was selected for teaching through mind mapping. The points namely, concept of growth and development, principles of development, fields of development, stages of development, theories of development and role of teacher and parent in growth and development of child were linked by using concept map and each concept was again presented by using mind map. Then each point and sub point related to it is also joined each other. The content test was prepared on the selected content. It was used as pre-test and post-test before and after teaching through mind mapping respectively. The results revealed that there is a significant difference between pre-test and post-test mean scores of M. Ed. Student teachers. Mind mapping was found effective in teaching Educational Psychology.

Parimalafathima et al (2012) conducted study on the effectiveness of Mind mapping strategies to promote Achievement in Science among Upper Primary level-action research report. The authors found that the Female students (75.56) achievement in upper primary level is higher than that of male students (71.92) achievement in upper primary level and the post test scores (75.56) of female students in upper primary level is higher than that of pre test scores (51.11) of female students in upper primary level.

Dahiya and Jha (2011) examined the relationship between training evaluation, organizational objectives, and organizational culture. Explicit recognition of organizational objectives linked to an integrated approach to training evaluation will certainly improve the effectiveness of

evaluation. The absence of or ineffective practice of training evaluation within so many organizational are directly related to the nature of organizational culture.

Muhammad Zahid Iqbal et. al (2011) has analyzed the relationship between characteristics and formative evaluation of Training. This paper attempted to signify the use of formative training evaluation. The authors have carried out a study at three public-sector training institutions to empirically test the predicted relationship between the training characteristics and formative training evaluation under the Kirkpatrick model (reaction and learning). This study explained the causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated. The principal finding revealed that a set of seven training characteristics explained 59% and 61% variance in reaction and learning respectively. All training characteristics were found to have a positive impact on reaction and learning except training contents. The study concluded with areas of future research emphasizing on linking formative evaluation with summative one i.e. Behavior and results.

Christina, G., Paxman. (2011) conducted study on Map Your Way to Speech Success Employing Mind Mapping as a Speech Preparation Technique. The study revealed that once students have completed their mind maps the class should convene to discuss student experiences and final products. Doing so allows students to engage in peer to-peer dialogue synthesizing the benefits of mind mapping and some justifications as to why it seems to work so well. After giving a speech using this technique to prepare, students report that their speech anxiety is lower and their ability to retain the information is higher. Students enjoy the opportunity to engage in a fun and creative activity. Many students remark on their increased ability to retain information from their mind map. As a result, students who use mind mapping as a speech preparation method generally rely less on their note cards, provide smoother and more extemporaneous delivery, and utilize greater amounts of eye contact during their speeches; thereby exuding greater poise and confidence. This activity can also empower students to excel in a variety of other spheres. As mentioned earlier, mind maps are commonly used as a mode of preparation for examinations. Similarly, mind mapping can be used to brainstorm and outline ideas. Therefore, students may employ this technique in a variety of courses. For example, students working as a team in a Small Group Communication course may use this method to map out project objectives or action items.

Mani, A. (2011) found that adopting mind mapping strategy can significantly improve students' achievement in Environmental Science as compared to using conventional method. Furthermore, most of the students were satisfied with using mind mapping to learn Environmental Science. Findings indicated that Digital mind mapping produced the best outcomes, especially in the activities like brainstorming and group discussion.

Valarmathi, K. E. (2011) found that the Computer Mind Mapping has the positive impact on the achievement of standard IX students in their science subject. There is significant difference between the performance of the standard IX students in control group and experimental group. The computer mind map for the topic “Sound” in Physics was developed and the academic achievement of one group of students was tested and the result shows that Computer Mind Mapping is a better teaching strategy. There is correlation between mind mapping attitude and achievement of standard IX students with respect to the variables Medium, Locality of the residence, Parent’s occupation, Parent’s educational qualification, Kindergarten education, Reading habit, and Basic knowledge in Science.

Joeran Beel, and Stefan Langer (2011) conducted a study on an Exploratory Analysis of Mind Maps. The study found that A typical mind map is rather small, with 31 nodes on average (median), whereas each node usually contains between one to three words. In 66.12% of cases there are few notes, if any, and the number of hyperlinks tends to be rather low, too, but depends upon the mind mapping application. Most mind maps are edited only on one (60.76%) or two days (18.41%). A typical user creates around 2.7 mind maps (mean) a year. However, there are exceptions which create a long tail. One user created 243 mind maps, the largest mind map contained 52,182 nodes, one node contained 7,497 words and one mind map was edited on 142 days.

RESEARCH METHODOLOGY

Objective

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Though each research study has its own specific purpose, we may think of research objectives as falling into a number of following broad groupings:

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);
2. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies);
3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies);
4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies).

Presumptive Analysis Of The Problem

The very basic for any research work is the occurrence of any problem, and in order to find a solution for the noticed problem a new research is done. Due to high demand of effective workforce throughout the country which can only be developed through effective and productive trainings with a The motive behind this study is to understand the effectiveness of a new model of training program for the employees of organizations in Delhi NCR. As the training cannot be measured directly, but the change in attitude and behavior that occur as a result of training can give us a powerful result for evaluation. By studying and analyzing the response of the employee's pre and post of the training program, we can make some scientific conclusions regarding the effectiveness of the programs with new methodology of training program, which is the core idea behind this study. The study will explain the systematic way of the finding to the predetermined objective and is limited to the identification of factors affecting training outputs. To meet this objective and test the hypothesis framed, initially a training program will be designed and conducted for the organizations majorly in Delhi NCR along with a pre and post assessment test and then a survey will be done with the learning and development team to get their feedback for the new initiative and then final learning's from this initiative will be drawn. This topic is chosen as a subject to be studied as no in depth study of these important module has been done so far.

Hypotheses

The study proposes to test following hypotheses:

1. There is no association between employees' position levels and impact of training on capacity building of employees
2. The employee satisfaction level towards specially designed training program is indifferent with respect to their position levels in the organization.

Scope Of The Study

The study includes evaluation of effectiveness of training programs on employees' productivity and capacity building. It also covers the training facilities provided by the organization and the quality service included in the training. The study is confined to corporate sector employees of the Delhi NCR region. There is a great scope to extend the study to whole corporate field for better inferences and this study can be used as a secondary source for the studies. It can be used as a base study for further research on growth, expansion and modernization.

Research Design

Descriptive research design was adopted for this study because the study is concerned with describing the characteristics, productivity and satisfaction of training provided by the company to the employees.

Sampling

The Universe of the study consists of all the companies of the Delhi-NCR region. They include both manufacturing and service concerns. Five companies from each segment have been selected. From the each selected companies a sample of 30 employees has been drawn. Therefore from the selected 10 companies, 300 employees who had undergone the training programme have been chosen for the study. The sample of employees is selected by using stratified purposive sampling.

Sources Of Information

The study conducted with the primary, secondary and other qualitative inputs that identify effectiveness of training programs on employees' productivity and capacity building. Research has to rely hereby on the field survey techniques, i.e. questioners, interviews and observations as well as published and unpublished reports & records, journals, periodicals, newspapers and magazine to collect primary and secondary data. Information regarding sources is given below in detail:

1. Primary Sources

The primary information has been gathered from employees' of the companies. The employees of the companies include higher level, middle level and operative level employees. A well structured questionnaire was administered to collect the information about the impact of specially designed training program on capacity building and productivity of employees.

2. Secondary sources

Adequate secondary sources have been searched for the study. The secondary sources of information have been gathered from the following:

- A. Annual reports of various industries
- B. Journal, magazines, newspapers
- C. Books written by eminent authors on training and development.
- D. The secondary data about the company profile and other details were collected from the company web site and through personal discussion with the HR manager.

Techniques Of Gathering Information

The survey has been conducted with the help of questionnaire specially designed for the study. The questionnaire contain two parts i.e. Part A and Part B. The part A of the questionnaire contains personal information of the respondents. It includes questions on age, gender, position level, income, education etc because they have individual influence on the study. Part B of the questionnaire contains questions seeking opinion or responses from the employees in order to evaluate effectiveness of training programs on employees' productivity and capacity building.

The questionnaire was administrated on employees of all categories i.e. Higher level, middle level and operative level employees to gather information. The major part A of the questionnaire was based on nominal scale, in some case a simple dichotomous scale having yes and no was also used. A 5-point likert scale starting from strongly agree to strongly disagree has been used to ask the employees about the impact of specially designed training program on their productivity and satisfaction level.

ANALYSIS OF DATA

These primary data so gathered has been tabulated analyzed and interpreted with the help of appropriate analytical methods. Editing was done for having complete, accurate and consistent data. Quantifiable data from the questionnaires was coded into the Statistical Package for Social Sciences (SPSS 16.0) for analysis. Chi square and ANOVA tests were used to test the hypotheses.

H₀₁: There is no association between employees' position levels and impact of training on capacity building of employees

H₀₁: There is an association between employees' position levels and impact of training on capacity building of employees

After the identification of increment in capacity building of employees due to specially designed training program the data is cross tabulated according to position level of respondents, then to measure association chi-square test was applied as shown in table 1

Table 1: Chi-square results to measure association between employees' position levels and impact of training on capacity building of employees

| Position Level | Capacity increased post training program | | Total | Chi Square | |
|-------------------|--|----|-------|------------------|-----------------|
| | Yes | No | | Calculated Value | Tabulated Value |
| Upper Management | 39 | 2 | 41 | 6.239 | 5.991 |
| Middle Management | 111 | 12 | 123 | | |
| Lower Management | 112 | 24 | 136 | | |
| Total | 262 | 38 | 300 | | |

Level of Significance = 5%, Degree of freedom = 2

At 5% level of significance and for 2 degree of freedom the calculated value of chi square is more than its tabulated value which leads to the rejection of hypothesis so it can be concluded that there is an association between employees' position levels and impact of training on capacity building of employees.

H₀₂: The employee satisfaction level towards specially designed training program is indifferent with respect to their position levels in the organization

H₀₂: The employee satisfaction level towards specially designed training program is different with respect to their position levels in the organization

To measure the impact of respondents' position level on their satisfaction the data is cross tabulated and ANOVA is applied. The factor wise results are presented hereunder: To check the satisfaction level of respondents with Management Support according to their position levels the data is cross tabulated as presented in table 2

Table 2: Cross tabulation between employee satisfaction with Management Support and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 0 | 0 | 0 | 0 |
| Dissatisfied | 2 | 9 | 13 | 24 |
| Neutral | 0 | 26 | 32 | 58 |
| Satisfied | 31 | 62 | 89 | 182 |
| Highly Satisfied | 8 | 26 | 2 | 36 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 3

Table 3: ANOVA result for Cross tabulation between employee satisfaction with Management Support and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.761 | 3.89 |
| Within Samples | 8362.8 | 12 | 696.900 | | |
| Total | 9424 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with management support does not differ according to their position level.

To check the satisfaction level of respondents with Effective and Experienced Trainer according to their position levels the data is cross tabulated as presented in table 4

Table 4: Cross tabulation between employee satisfaction with Effective and Experienced Trainer and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 0 | 0 | 2 | 2 |
| Dissatisfied | 0 | 2 | 3 | 5 |
| Neutral | 4 | 13 | 34 | 51 |
| Satisfied | 27 | 68 | 16 | 111 |
| Highly Satisfied | 10 | 40 | 81 | 131 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 5

Table 5: ANOVA result for Cross tabulation between employee satisfaction with Effective and Experienced Trainer and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.780 | 3.89 |
| Within Samples | 8166.8 | 12 | 680.567 | | |
| Total | 9228 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Effective and Experienced Trainer does not differ according to their position level

To check the satisfaction level of respondents with Learning Objectives according to their position levels the data is cross tabulated as presented in table 6

Table 6: Cross tabulation between employee satisfaction with Learning Objectives and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 1 | 4 | 6 | 11 |
| Dissatisfied | 2 | 8 | 13 | 23 |

| Satisfaction Level | Position Level | | | Total |
|--------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Neutral | 6 | 16 | 17 | 39 |
| Satisfied | 28 | 59 | 72 | 159 |
| Highly Satisfied | 4 | 36 | 28 | 68 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 7

Table 7: ANOVA result for Cross tabulation between employee satisfaction with Learning Objectives and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 1.19 | 3.89 |
| Within Samples | 5354.8 | 12 | 446.233 | | |
| Total | 6416 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Learning Objectives does not differ according to their position level

To check the satisfaction level of respondents with Learner Ability and Motivation according to their position levels the data is cross tabulated as presented in table 8

Table 8: Cross tabulation between employee satisfaction with Learner Ability and Motivation and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 0 | 0 | 3 | 3 |
| Dissatisfied | 2 | 6 | 9 | 17 |
| Neutral | 6 | 7 | 14 | 27 |
| Satisfied | 25 | 80 | 93 | 198 |
| Highly Satisfied | 8 | 30 | 17 | 55 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 9

Table 9: ANOVA result for Cross tabulation between employee satisfaction with Learner Ability and Motivation and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.620 | 3.89 |
| Within Samples | 10276.8 | 12 | 856.400 | | |
| Total | 11338 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Learner Ability and Motivation does not differ according to their position level

To check the satisfaction level of respondents with Learner Readiness according to their position levels the data is cross tabulated as presented in table 10

Table 10: Cross tabulation between employee satisfaction with Learner Readiness and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 0 | 0 | 1 | 1 |
| Dissatisfied | 3 | 6 | 8 | 17 |
| Neutral | 5 | 11 | 11 | 27 |
| Satisfied | 33 | 79 | 86 | 198 |
| Highly Satisfied | 0 | 27 | 30 | 57 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 11

Table 11: ANOVA result for Cross tabulation between employee satisfaction with Learner Readiness and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.658 | 3.89 |
| Within Samples | 9670.8 | 12 | 805.900 | | |
| Total | 10732 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Learner Readiness does not differ according to their position level

To check the satisfaction level of respondents with Learner Emotional Investment according to their position levels the data is cross tabulated as presented in table 12

Table 12: Cross tabulation between employee satisfaction with Learner Emotional Investment and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 2 | 4 | 6 | 12 |
| Dissatisfied | 4 | 9 | 12 | 25 |
| Neutral | 7 | 13 | 15 | 35 |
| Satisfied | 25 | 86 | 21 | 132 |
| Highly Satisfied | 3 | 11 | 82 | 96 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 13

Table 13: ANOVA result for Cross tabulation between employee satisfaction with Learner Emotional Investment and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.708 | 3.89 |
| Within Samples | 8994.8 | 12 | 749.567 | | |
| Total | 10056 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Learner Emotional Investment does not differ according to their position level

To check the satisfaction level of respondents with In-Class Practice according to their position levels the data is cross tabulated as presented in table 14

Table 14: Cross tabulation between employee satisfaction with In-Class Practice and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 1 | 2 | 0 | 3 |
| Dissatisfied | 2 | 4 | 5 | 11 |
| Neutral | 4 | 9 | 8 | 21 |
| Satisfied | 26 | 62 | 12 | 100 |
| Highly Satisfied | 8 | 46 | 111 | 165 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 15

Table 15: ANOVA result for Cross tabulation between employee satisfaction with In-Class Practice and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.658 | 3.89 |
| Within Samples | 9670.8 | 12 | 805.900 | | |
| Total | 10732 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with In-Class Practice does not differ according to their position level

To check the satisfaction level of respondents with Out-of Class Practice according to their position levels the data is cross tabulated as presented in table 16

Table 16: Cross tabulation between employee satisfaction with Out-of Class Practice and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 9 | 28 | 23 | 60 |
| Dissatisfied | 9 | 27 | 56 | 92 |
| Neutral | 11 | 39 | 50 | 100 |
| Satisfied | 12 | 23 | 3 | 38 |
| Highly Satisfied | 0 | 6 | 4 | 10 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 17

Table 17: ANOVA result for Cross tabulation between employee satisfaction with Out-of Class Practice and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.708 | 3.89 |
| Within Samples | 8994.8 | 12 | 749.567 | | |
| Total | 10056 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Out-of Class Practice does not differ according to their position level

To check the satisfaction level of respondents with Appropriate Learning Environment according to their position levels the data is cross tabulated as presented in table 18

Table 18: Cross tabulation between employee satisfaction with Appropriate Learning Environment and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 0 | 2 | 5 | 7 |
| Dissatisfied | 2 | 9 | 11 | 22 |

| Satisfaction Level | Position Level | | | Total |
|--------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Neutral | 5 | 14 | 13 | 32 |
| Satisfied | 29 | 93 | 74 | 196 |
| Highly Satisfied | 5 | 5 | 33 | 43 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 19

Table 19: ANOVA result for Cross tabulation between employee satisfaction with Appropriate Learning Environment and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 0.659 | 3.89 |
| Within Samples | 9668.8 | 12 | 805.733 | | |
| Total | 10730 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Appropriate Learning Environment does not differ according to their position level

To check the satisfaction level of respondents with Financial Resources according to their position levels the data is cross tabulated as presented in table 20

Table 20: Cross tabulation between employee satisfaction with Financial Resources and their position levels

| Satisfaction Level | Position Level | | | Total |
|---------------------|------------------|-------------------|------------------|-------|
| | Upper Management | Middle Management | Lower Management | |
| Highly Dissatisfied | 14 | 29 | 17 | 60 |
| Dissatisfied | 17 | 39 | 26 | 82 |
| Neutral | 3 | 49 | 58 | 110 |
| Satisfied | 4 | 6 | 28 | 38 |
| Highly Satisfied | 3 | 0 | 7 | 10 |
| Total | 41 | 123 | 136 | 300 |

To check the impact of position level on the satisfaction level of respondents, ANOVA test is applied and results received are presented in table 21

Table 21: ANOVA result for Cross tabulation between employee satisfaction with Financial Resources and their position levels

| Source of Variation | Sum of Squares | Degree of Freedom | Mean Sum of Squares | F-Ratio Calculated | F-Ratio Tabulated |
|---------------------|----------------|-------------------|---------------------|--------------------|-------------------|
| Between Samples | 1061.2 | 2 | 530.6 | 1.86 | 3.89 |
| Within Samples | 3418.8 | 12 | 284.900 | | |
| Total | 4480 | 14 | | | |

Level of Significance = 5%

It can be observed from the results that the calculated of F-Ratio is less than its tabulated value so no significant difference exists in the satisfaction level of respondents with respect to position level. So it can be concluded that respondents' satisfaction with Financial Resources does not differ according to their position level.

At 5% level of significance for all the factors of specially designed training program no significant difference has been identified in the satisfaction level of employees according to their position levels, which leads to the acceptance of hypothesis so it can be concluded that the employee satisfaction level towards specially designed training program is indifferent with respect to their position levels in the organization.

RECOMMENDATIONS

In the light of the findings and conclusion of the study the following general & specific recommendation are made. Making effective training improvements is vital for the long-term success of company. Training programs that produce results need to be a goal oriented and making certain that training is effective and improves operational results. A thorough and systematic approach can yield the best results, and this approach can also be used to create all new training programs. Deciding to make effective improvements to training programs takes planning, and implementing process requires commitment and effort from everyone involved. Training professionals play a vital and unique role in every organization. They are responsible for teaching employees, new to the company and seasoned staff, the “how-to” curriculum: how to login to an application, how to troubleshoot, how to process orders, etc. What’s missing is the ability to incorporate “real” on-the-job interactions within the training.

1. Turn the classroom in to learning “playground:

If people learned how to do their jobs by yawning and visiting social media sites, most contact centres would be full of geniuses. But adult learners need to be stimulated and entertained in order to absorb and retain the knowledge required to dazzle customers. That’s why the best training supplements classroom instruction with interactive games, contests, role-plays, and call simulations. This keeps learners engaged and involved in the learning experience. It’s really entertainment.

2. Change your “one-size- fits-all” approach:

All learners are not created equal. Therefore, a one-size-fits-all training program doesn’t work. That approach leaves people behind. Programs should draw on the experience of those who can enhance training by playing to those strengths of people in the classroom. Encourage “veteran” trainees to share their insights and service success secrets, or by pair them up with a true rookie during training exercises (this engages the former while shortening the learning curve of the latter).

3. Bring “the job” to the training room:

In most companies, learners are held hostage in the training room for the duration of the training class. New employee training programs range anywhere from 2 to 5 weeks in a classroom for eight hours a day. Then they are pushed to the floor and expected to know how to do their job effectively. Take some time to integrate “the job” into the classroom. Allow time for learners to “job shadow” based on the topics you’re covering in the classroom. You can easily provide a worksheet or game on things to look for, listen for, and watch while they are seeing their job in action.

4. Remember job expectations:

Training programs are really product, process, and system boot camp. The curriculum is designed to teach employees:

- What products they are supporting
- How to use those products
- How to troubleshoot the products and

- How to understand the systems and processes that support them.
- It is just as important to educate new employees on your Quality Monitoring Standards and goals, Scheduling and Adherence standards, and Scorecard expectations. By training new staff how their performance goals and standards, if met, help the company and your customers, it will keep employees from thinking it's just "big-brother" watching everything they do until they eventually end up on your attrition list.

5. Focus on the objective of the training program

Training is not merely sharing information. This information should meet the professional needs of the employees, such as enhancing the skill-set required to excel in the job they are currently doing. It could also be to provide them with the new skills required to perform a new organizational task when a new technology, product or service is going to be introduced.

6. Ensure that learners understand the purpose of training

The purpose of the training is of course to bring about a change in the way the employees have been working so far. However, training program should not make the employees feel that what they have been doing all these years is a useless thing and there is an urgent need to change their working style. This will only de-motivate them. The learners should be encouraged to share and discuss their apprehensions and concerns.

7. Reward performing employees

Newly trained employees usually get back to their work stations with enhanced confidence, renewed enthusiasm and higher levels of competency. However, not all of them retain the same levels of zeal and commitment to apply the skills acquired through training to their job. It is only a handful of employees who do that. Recognize their exceptional performance by rewarding them smartly or by felicitating them with the 'Performer of the Month' award. This will instil in the employees the spirit to perform and achieve the target.

8. Implement online training programs

Learning is not a 'one-time-affair'. Therefore, you should realize the need to provide training for the staff from time-to-time. But, conducting training programs involves huge expenditure in all respects – from hiring a trainer to finalizing the training room, providing lunch and so on. In such situations, online training is becoming increasingly popular among organizations. To make training programs cost-effective and save valuable productive time of employees, organizations are moving towards online training for their employees.

9. Evaluate training

It is also very important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. This will put the training practices, methods and activities in line with the best practices regarding the planned and systematic nature of the training programmes as well as its process.

10. Use of informal approaches

Companies should use more informal approach like informal review sessions and forum and ask their employees if the method they are using to train is the best and how they think they could

improve the training method since the employees would be the ones benefiting from the training. Also training is on-going process and should not be ignored in the running of the organization. All staff members must participate in both on-the-job as well as off-the-job training to enhance their knowledge

11. Bridge communication gap

Communication gap between junior and inexperienced employees and their immediate bosses, so that they can communicate with each other and managers can get a proper feedback from all employees on their needs, skill gaps to be able to carry out effective training and development activities. Manager should be able to provide a feedback to employees on their performance which in SIC is done during mid-year as well as year-end. This will give the employees the idea of how selection is done for the training programmes as well as the objectives of those programmes.

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